

DOCUMENT RESUME

ED 421 316

RC 021 561

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TITLE Cheyenne-Arapaho Education, 1871-1982.
ISBN ISBN-0-87081-462-1
PUB DATE 1997-00-00
NOTE 205p.
AVAILABLE FROM University Press of Colorado, P.O. Box 849, Niwot, CO 80544 (\$29.95).
PUB TYPE Books (010) -- Historical Materials (060) -- Opinion Papers (120)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Acculturation; *American Indian Education; American Indian History; American Indian Reservations; Boarding Schools; Cultural Maintenance; Educational History; *Educational Practices; Elementary Secondary Education; Federal Indian Relationship; *Government School Relationship; Oral History; Personal Narratives; *Student Experience; Treaties
IDENTIFIERS *Arapaho (Tribe); *Cheyenne (Tribe); Mission Schools

ABSTRACT

This book draws on oral histories, interviews, and tribal records to document 111 years during which Cheyenne and Arapaho children were educated in White ways. Throughout the book, the feelings and experiences of the author and her great-grandmother, White Buffalo Girl, provide personal commentary on historical events. Chapter 1 provides background information on Cheyenne and Arapaho beliefs, symbolism, rituals, spirituality, traditional history, modern history from 1673 to 1867, and traditional educational practices. Chapter 2 describes the role of Protestant, Jesuit, and Franciscan missionaries in the early schooling of American Indians, as well as federal government strategies for solving the "Indian problem." In 1876, for economic reasons, the Cheyenne resigned themselves to placing their children in schools. Chapter 3 traces government policies after 1871, when formal education and forced acculturation were instituted. A sketch of daily life at an industrial education school is given as well as an account of the formation and practices of the Indian School at Carlisle, Pennsylvania, and other off-reservation boarding schools. Chapter 4 describes missionary schools from 1877 to 1901. Chapter 5 describes problems and daily life at the Arapaho Manual Labor and Boarding School, the Cheyenne Manual Labor and Boarding School, Red Moon School, Seger Indian Industrial School, Cantonment Boarding School, and the combined Cheyenne-Arapaho School (Concho School). Chapter 6 describes the process, beginning in 1896, of legislating Indians into the public school system by paying tuition, providing land and facilities, employing teachers, or furnishing transportation. The author tells of her early experiences attending a public school and her struggle to retain her tribal identity. Chapter 7 narrates the school experiences of several Cheyennes and Arapahoes. Chapter 8 reports on the tribal education council's organization, policies, and programs, 1960-1982. Chapter 9 summarizes previous chapters and current conditions. Contains an index and a bibliography of unpublished and published primary sources and 78 book and journal secondary sources. (SAS)